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AUTHOR Temple, Charles; And Others
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ABSTRACT

Noting that more and more teachers are persuaded by the wisdom of teaching reading and writing together and keeping an emphasis on understanding children's early literacy learning, this third edition refines the presentation of two earlier editions to make it more useful for teachers who are setting up and teaching emergent literacy programs. The book elaborates on the practical applications of the material to keep pace with the rapid progress teachers have made in carrying out emergent literacy and whole-language programs. The book also recognizes that there are many kinds and purposes for writing, and that children need a balanced range of them. Chapters in the book are: (1) A Child Discovers How to Write; (2) The Precursors of Writing; (3) What Children Do with Early Graphics; (4) Invented Spelling; (5) Learning Standard Spelling; (6) Making Progress in Spelling; (7) Functions and Forms in Children's Composition; (8) Writing in the Expressive Mode; (9) Writing in the Poetic Mode; (10) Writing in the Transactional Mode; and (11) Writing: The Child, the Teacher, and the Class. An epilogue (Classroom Environments for Reading and Writing Together) is attached. (RS)

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